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ENLIST
in
THE FORCES
of
EDUCATION

BULLETIN 160



Personality is an essential characteristic of a good teacher

Bulletin issued jointly by
The Department of Public Instruction in Cooperation with
The Wartime Committee on Teacher Education,
The Association of College Presidents of Pennsylvania, and
The Board of Teachers College Presidents

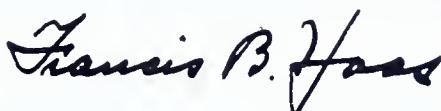
1943

P R E F A C E

The teaching profession will face a serious shortage of qualified candidates if teachers in service and students who would normally select teaching as a career continue to accept the many remunerative opportunities which the present war has created. The time to recruit prospective teachers is now before the full effects of declining enrollments in teacher preparing institutions are felt in actual classroom vacancies.

This publication, entitled, "Enlist in the Forces of Education," sets forth in a simple statement of facts some of the opportunities in the teaching profession. The bulletin was prepared as a cooperative project by the Wartime Committee on Teacher Education, The Association of College Presidents, and the Department of Public Instruction.

Special attention is called to the "Future Teachers of America Leaflets" in the bibliography. These will provide suggestions for the organization of high school clubs which should be affiliated with the Community Service Division of the High School Victory Corps. It is hoped that students in the secondary schools will be encouraged to make further inquiry concerning the opportunities for service and promotion in the teaching profession. Capable students who express an interest in this important field should be urged to enroll in one of the approved teacher education institutions as a soldier in the forces of education.



March, 1943.

Superintendent of Public Instruction.



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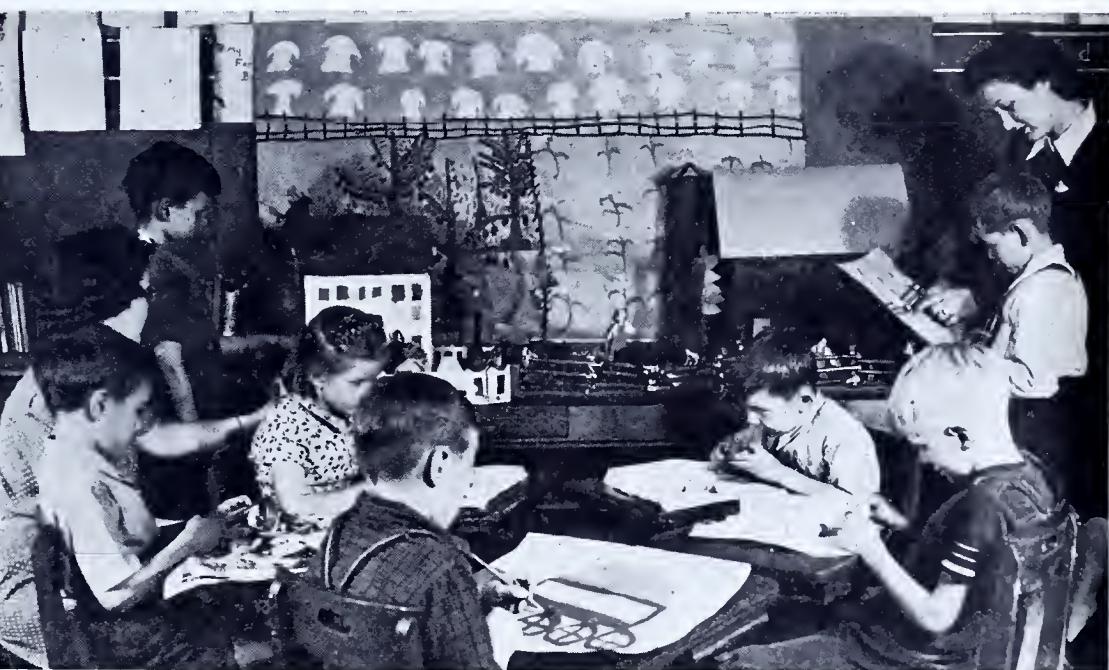
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ENLIST IN THE FORCES OF EDUCATION

SHORTAGE OF TEACHERS

STUART CHASE, in the October, 1942, issue of *Harpers Magazine*, says we will need 400,000 more teachers if the schools are to play their proper part in the life of the nation. In Pennsylvania alone not less than 4,000 too few teachers for both the high and elementary schools is anticipated. The rapidly rising birthrate will result in a demand for additional teachers four years hence. Competent authorities view with alarm this situation. It is absolutely essential that an adequate number of able and intelligent young people with a desire to render a worthy social service should begin at once to prepare themselves for teaching.

WHY NOT BE A TEACHER?



The teaching profession is everywhere recognized as essential to the preservation and development of our heritage of freedom and our destiny as a nation. Many college students and graduates will undoubtedly find a place in the armed forces and in the immediate war effort. On the other hand, the perpetuity of the nation demands that a reasonable percentage of college-trained people must be selected for service in the educational forces to lead and to teach the children and youth of America the American Way of Life. If you have the quality of mind and of heart for such leadership, why not enlist as a teacher in the educational branch of the national service?

The recruiting stations nearest to you are the admission offices of Pennsylvania's colleges, where you may obtain application forms and full information. If you prove your worth by meeting the requisite standards for admission and for graduation, you may have the satisfactions which are the reward of every competent American teacher. To see and know that you have assisted in equipping youth with the knowledges and skills necessary for useful citizenship; that you have inspired youth with the ideals which are the peculiar genius of America; that you have kept the Stars and Stripes flying over the American schoolhouse and have provided a vision of world brotherhood and an understanding of the ways and means by which it must be attained: these are the satisfactions of a teacher.

HIGH QUALIFICATIONS FOR TEACHING

For the past twenty years the educational qualifications necessary for entrance to the teaching profession have been steadily raised until today, in Pennsylvania, one must have completed a full college course in order to obtain a college certificate to teach in either the secondary or the elementary schools. Such a college education must contain the cultural and professional courses necessary for a member of this learned profession. Laboratory courses in student teaching under competent supervision must be included, as well as courses in the fields of education, psychology, and the subject matter courses designed to equip the prospective teacher with the knowledges and skills which, in turn, must be learned by the pupils.

High academic standing in the secondary schools is one of the necessary requirements for a teacher, but there are other qualifications that make for success in the teaching profession. Teachers participate in community, industrial, and business affairs. Special opportunities for the development of leadership in these fields are provided in teacher education institutions. Many teachers take charge of clubs, direct sports, and lead dramatics. High school students who meet the qualifications for such leadership usually make excellent teachers. Officials of teacher education institutions want to know whether the student has been a member of the glee club or has sung in a choir. They want to know to what extent the student has participated in Scout activities or Hi-Y clubs.

SATISFACTIONS TO BE OBTAINED IN TEACHING

No other occupation or profession is so rich in the personal satisfactions that people should demand of their life work.

Teaching offers first a wide variety of human contact and experience. It may be carried on at all the age levels from the nursery school and the kindergarten through the elementary schools to the high school, the college, the university, and the adult classes which are so numerous throughout the country today. Thus a selection may be made after a guided appraisal of the individual's personal aptitudes, capacities, competencies, and interests.

WIDE RANGE OF SPECIALIZATION

In the second place, teachers give instruction in a variety of fields. Certificates are issued for special teachers of agriculture, health, home economics, music, art, and industrial arts, for the academic subjects of the high school curriculum—English, mathematics, physics, chemistry, biology, social studies, foreign languages, and geography. Certificates are also issued for the special fields of business and commercial education, for adult education, for library service, for counselors, and for the teaching of handicapped persons, the partially blind and the partially deaf, the crippled and the mentally retarded. There is almost no limit to the range of possibility that lies in the teaching service so that a congenial and appropriate field can be selected for any candidate seeking admission to the profession.



After this selection has been made the new teacher finds himself working in the field of his own choice for which he has special adaptability and interest, and in which he has received special and specific training. This, in itself, implies success and the satisfaction that comes only from doing well something you like to do.

TIME FOR SELF IMPROVEMENT

In the third place, time is provided in the summer and other vacation periods for intellectual refreshment and stimulation through travel, reading, and graduate study. Advanced degrees may be obtained, lectures delivered, books written, and a reputation won for scholarship and contribution to human progress.

In addition to these more formal opportunities, teaching provides unusual means of recreation through the teacher's obligation to assist the pupils in their extra-curricular activities. The participation in games, physical exercises, hikes, picnics, and outdoor social and recreational experiences are a normal part of a teacher's duties. Coaching dramatic groups and preparing for dramatic productions, guiding debating teams, leading musical groups, both vocal and instrumental, counseling in the preparation and publication of a school paper, sponsoring clubs in special interest fields such as chess, the modern novel, photography, aeronautics, painting and sculpturing, bookmaking, metal work and woodwork, suggest the wide variety of recreational interests which are at the same time an integral part of the educational program and of the pupil's learning processes.

WORKING WITH HUMAN MATERIAL

In the fourth place, working with human material, seeing children develop and grow under guidance is the most uplifting of experiences, filling one at once with pride and with humility. The chief rewards of the faithful and competent teacher are the achievements of the grateful pupils who grow in number with the years and fill the teacher's life with the deepest of satisfactions.



SOCIAL PRESTIGE

Finally, competent teachers have the respect of the communities where they live and of the families whose children they teach.

Statesmen and social philosophers of all ages have been unanimous in regarding the teacher as a person charged with one of the most significant social responsibilities. Plato said that teachers should be chosen from the most virtuous and learned citizens. Countless tributes have been paid to the work of the teacher, and where the teacher is competent and faithful no member of the community is more highly respected.

SALARIES AND ADVANCEMENT

Salaries in the teaching profession are increasing and they are assured. There are many opportunities for promotion. Salary schedules provide for advancement and increases; administrative positions are filled from the abler members of the teaching staff; colleges recruit many of their professors from successful teachers at the earlier levels. Many school districts compensate their teachers, not in accordance with the classes taught, but in terms of preparation and experience. Salary schedules vary from one to four thousand dollars annually. Administrative and supervisory positions frequently pay as much as five and six thousand dollars, while superintendents of large cities receive, in some cases, fifteen thousand dollars annually.

Teacher education institutions maintain placement bureaus to assist their graduates in obtaining teaching positions, and in the Department of Public Instruction at Harrisburg, a Placement Service is maintained in the Division of Teacher Education and Certification where, without charge, trained personnel assist registrants in obtaining positions and school officials in securing teachers.

Teachers are protected in their positions by a tenure law which guarantees to a teacher who has successfully served a probationary period, the position which he holds, without reduction in salary. This gives stability to the teaching profession and permits the teacher to devote his full energies and professional abilities to the service of his pupils without fear or favor.

On reaching the age of sixty-two, teachers may retire on a reasonable proportion of the average salary for the last ten years of service, and for this purpose a fund has been set up by law, contributed to by teachers, to which the Commonwealth makes a substantial contribution, and whose financial integrity is assured.

WHAT IS AMERICA FIGHTING FOR?

America is fighting to preserve the American Way of Life; to sustain the essential dignity of the individual; to guarantee to all men everywhere the four freedoms, freedom of speech, freedom of worship, freedom from want, and freedom from fear. If America is to achieve her purpose, she must continue to have an educated citizenship, and she must be prepared to improve and enlarge her program of education that no boy or girl in the whole land will fail to understand his birthright as an American citizen nor be without the equipment of knowledges and skills necessary to play a worthy part in the world of tomorrow. Education challenges youth, as never before, to solve the problems of human cooperation and brotherhood.

TEACHING AS A CAREER

The institutions of education are the schools and colleges; the instruments of education are the materials and programs of instruction; and the guides in education are the teachers. Teaching is a service of the highest importance to the individual and to society. Upon the technically trained, intelligent, and devoted teacher may be said to rest the very structure of our way of life with its guarantees, its opportunities, and its responsibilities.



From the founding of our country to the present, education has always been recognized as essential to the preservation of our form of government. President Washington in his farewell address said, "Promote then, as an object of primary importance institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion it is essential that public opinion should be enlightened."

Not only were the founders of the nation educated men, but they had decided opinions of the worth of education. Benjamin Franklin founded the University of Pennsylvania; and Thomas Jefferson, in writing his own epitaph, omitted from it the information that he had been Governor of Virginia and President of the United States, but caused to be carved in enduring stone that he had written the Declaration of Independence and had founded the University of Virginia. Horace Mann gave up a brilliant political career to become Secretary of the Massachusetts State Board of Education and to earn an appellation as founder of the common school.

In a message to the National Institute on Education and the War, President Roosevelt recently said, "Our schools, public and private, have always been molds in which we cast the kind of life we wanted. Today, what we all want is victory, and beyond victory a world in which free men may fulfill their aspirations. So we turn again to our teachers and ask them to help us mold men and women who can fight through to victory. We ask that every schoolhouse become a service center for the home front, and we pray that our young people will learn in the schools and in the colleges, the wisdom and forbearance and patience needed by men and women of goodwill who seek to bring to this earth a lasting peace."

WHY NOT BE A TEACHER?

If you are interested, further information may be secured by consulting with your high school principal or by writing to any of the institutions of higher learning approved for the education of teachers.

LIST OF COLLEGES AND UNIVERSITIES IN PENNSYLVANIA APPROVED BY THE STATE COUNCIL OF EDUCATION FOR THE GRANTING OF DEGREES

Students planning to enter the professions are advised (1) to acquaint themselves with the preliminary college educational requirements and (2) to make sure that the institution selected is accredited by the responsible agency for the professional work desired.

NAME	PRESIDENT	ADDRESS
Albright College	Harry V. Masters	Reading
Allegheny College	John Richie Schultz (Acting)	Meadville
Beaver College	Raymon M. Kistler	Jenkintown
Bryn Mawr College	Katharine Elizabeth McBride	Bryn Mawr
Bucknell University	Arnaud C. Marts	Lewisburg
Carnegie Institute	Robert E. Doherty	Pittsburgh
Cedar Crest College	Dale H. Moore	Allentown
Chestnut Hill College	Sr. Maria Kostka	Philadelphia
College Misericordia	Sister Mary Pierre	Dallas
Dickinson College	Fred Pierce Corson	Carlisle
Drexel Institute	George P. Rea	Philadelphia
Dropsie College	Abraham A. Neuman	Philadelphia
Duquesne University	Very Rev. Raymond V. Kirk	Pittsburgh
Elizabethtown College	A. C. Baugher	Elizabethtown
Franklin and Marshall College	Theodore A. Distler	Lancaster
Geneva College	McLeod M. Pearce	Beaver Falls
Gettysburg College	Henry W. A. Hanson	Gettysburg
Grove City College	Weir C. Ketler	Grove City
Haverford College	Felix M. Morley	Haverford
Immaculata College	Francis J. Furey	Immaculata
Juniata College	C. C. Ellis	Huntingdon
Lafayette College	William Mather Lewis	Easton
LaSalle College	Brother Emilian James	Philadelphia
Lebanon Valley College	Clyde A. Lynch	Annville
Lehigh University	C. C. Williams	Bethlehem
Lincoln University	Walter L. Wright	Lincoln University
Marywood College	Mother M. Marcella Gill	Scranton

PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION

NAME	PRESIDENT	ADDRESS
Mercyhurst College	Sister M. de Sales Preston	Erie
Moore Institute of Art, Science and Industry	Harriet Sartain (Dean)	Philadelphia
Moravian College and Theo- logical Seminary	W. Vivian Moses (Acting)	Bethlehem
Moravian College for Women	Edwin J. Heath	Bethlehem
Mount Mercy College	Mother M. Irenæus Dougherty	Pittsburgh
Muhlenberg College	Levering Tyson	Allentown
Penna. College for Women	Herbert L. Spencer	Pittsburgh
Penna. Military College	Col. Frank K. Hyatt	Chester
Pennsylvania State College	Ralph D. Hetzel	State College
Philadelphia College of Phar- macy and Science	Ivor Griffith	Philadelphia
Philadelphia Museum School of Industrial Art	Edward Warwick (Dean)	Philadelphia
Philadelphia Textile Institute	M. Earl Heard	Philadelphia
Rosemont College	Mother Mary Cleophas	Rosemont
Seton Hill College	James A. Reeves	Greensburg
St. Charles' Seminary	Rt. Rev. Vincent L. Burns	Overbrook
St. Francis College	Very Rev. John P. J. Sullivan	Loretto
St. Joseph's College	Very Rev. Thomas J. Love	Philadelphia
St. Vincent College	Rt. Rev. Alfred Koch	Latrobe
Susquehanna University	G. Morris Smith	Selinsgrove
Swarthmore College	John W. Nason	Swarthmore
Temple University	Robert L. Johnson	Philadelphia
Thiel College	William F. Zimmerman	Greenville
University of Scranton	Very Rev. W. Coleman Nevils	Scranton
University of Pennsylvania	Thomas S. Gates	Philadelphia
University of Pittsburgh	John G. Bowman	Pittsburgh
Ursinus College	Norman E. McClure	Collegeville
Villa Maria College	Sister M. Stella	Erie
Villanova College	Edward V. Stanford	Villanova
Washington & Jefferson Col- lege	Ralph Cooper Hutchison	Washington
Waynesburg College	Paul Rich Stewart	Waynesburg
Westminster College	Robert F. Galbreath	New Wilmington
Wilson College	Paul Swain Havens	Chambersburg

STATE TEACHERS COLLEGES

ADDRESS	PRESIDENT
Bloomsburg	Harvey A. Andruss
California	Robert M. Steele
Cheyney Training School	Leslie Pinckney Hill
Clarion	Paul G. Chandler
East Stroudsburg	Joseph F. Noonan
Edinboro	L. H. Van Houten
Indiana	Joseph Uhler
Kutztown	Q. A. W. Rohrbach
Lock Haven	Richard T. Parsons
Mansfield	Willis E. Pratt
Millersville	Landis Tanger
Shippensburg	Albert Lindsay Rowland
Slippery Rock	John A. Entz
West Chester	Charles S. Swope

ENLIST IN THE FORCES OF EDUCATION

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